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Department of Education

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A C K N O W L E D G E M E N T

The Department of Education is indebted to the following Home Economics Council and regional council members for the enclosed supplementary material for Junior High School Home Economics.

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Supplement to the Junior High School Curriculum Guide for Home EconomicsThree-Year Junior High School
Home Economics Program

The three-year curriculum for Junior High School is considered quite satisfactory. It has been suggested that if teachers would follow it fairly carefully, particularly in choice and limitation of projects, it would help in continuity, level of achievement and lessen the frustration for new teachers.

ConstantsFood and Health

Since many mothers work outside the home and many girls take responsibility for meal preparation, a total day's concept, rather than just individual meals should be introduced. Every food studied should be related to the whole meal and considered where else it can be used and how else it might be served.

Stress good management practices and how to be a knowledgeable consumer.

Care must be taken to be sure the choice of cookery experiences really increases knowledge and skill since many very young girls prepare simple breakfast, assist with other meal preparation and prepare commercial mixes.

Long-term planning is vital if students are to gain understanding and competency by the completion of Junior High School. Many students do not have further opportunity to study food, cookery and nutrition.

Level One - Additional Cookery Experience

Food for a school lunch or simple home lunch for a school day.

Example: sandwich, green salad, simple milk dessert, beverage.

Level Two - Additional Cookery Experience in Conjunction With Electives

This may be part of a research project by several students or part of the plans for culmination of elective units.

Example: UNIT: Learning to Care for Children

Choice and preparation of food for young children.

UNIT: Home Care of the Sick

Choice, preparation and service of foods for the ill of the aged.

Personal Relations

Food for special events in the family.

Level Three - Additional Cookery Experience in Conjunction With Electives

Example: UNIT: Homemaking in Other Lands
--foods used in pioneer days.
--regional food specialties.

Sewing

Directed choice of sewing projects by the teacher is strongly recommended. This helps insure successful completion within the recommended time limit.

Students often do not realize the skill required to sew the garment nor accurately assess their own ability.

It is vital to the whole program that the time suggested--one third of term--be used. Interested students should be encouraged to sew home projects and to elect the Fabrics and Dress courses in High School rather than encroach on class time of the other sections of the course in order to sew additional projects in school.

Projects should be in fashion and their choice be part of the long-term plan to insure that by the end of junior high school the students have and use knowledge in choice of becoming line and color, suitable fabric selection, use of commercial patterns, become skillful in hand and machine stitching appropriate for their grade level, understand simple wardrobe planning and the importance of becoming an intelligent shopper.

Long-term plans should make it possible to plan sewing projects which will give practice in setting in sleeves, putting on a collar, putting in a zipper, and appropriate stitches for hems.

Electives

Since all areas of the elective section of the curriculum guides are valuable, it is recommended that teachers avoid repetition and study different areas each year to introduce a variety of experience.

The following ones are recommended unless the teacher feels that they do not fulfill the needs of her particular students:

- | | | |
|------------|---------|-----------------------------------|
| Grade VII | Level 1 | 1. Safety and Food Management |
| | | 2. Home Care |
| | | 3. Home-related Arts and Crafts |
| | | 4. Personal Relations |
| Grade VIII | Level 2 | 1. First-aid or Home Care of Sick |
| | | 2. Learning to Care for Children |
| | | 3. Learning to Look Your Best |
| | | 4. Home-related Arts and Crafts |

- | | | |
|----------|---------|--|
| Grade IX | Level 3 | 1. A Girl's Room |
| | | 2. Time and Money Management |
| | | 3. Optional from Level 3 electives
or from the following new units: |
| | | a. Vocational Future |
| | | b. Homemaking in Other Lands |
| | | c. Lives of Famous Canadian
Women -- Their Contribution |

Home-related Arts and Crafts

Because traditional and modern crafts give pleasure, may have therapeutic value, fit into many activities, and may be done in any free time, it is recommended that students be given opportunity and encouragement to develop their creativity and apply their knowledge of the principles of art, design and color in all classroom activities and in home and club projects. Example: table setting, notebook, bulletin boards, personal and home accessories, projects for school, for charity and to improve the appearance of the home economics room.

Two-Year Junior High School Home Economics Program

In some schools where students can only take two (or even one) year of Home Economics in Junior High School, careful planning based on the students' own practical experience, home and community background, and the evident ability and maturity of the class is vital in adapting the three-year program.

A questionnaire used the first day of school should help in getting to know individual students, their interests, responsibilities and practical experience and should help in planning the depth of study and projects which will interest them and enable them to best meet the objectives of the courses.

The following synopsis of the Two-Year Home Economics Program is suggested:

Nutrition

Level One

Canada's Food Guide
Protein, Carbohydrates and Fats
Vitamins -- A, B, C, D.
Brief study of menu planning
for breakfast, lunch, home-
packed lunch and light refresh-
ments.

Level Two

Review and apply Canada's
Food Guide and nutrition
studied in Level One.
Minerals -- calories
Review of menu-planning and
include a study of the family
dinner and refreshments for
entertaining.

Cookery

Level One

Beverages
Cereals
Fruit
Eggs
Pancakes
Muffins
Standard or Conventional Cake
Method
Cookies
Simple soups for soup casseroles
Simple accompaniment salads (cole
slaw) and luncheon salads (with
protein)
Simple desserts -- custards, whips,
cornstarch pudding

Level Two

1. Less tender cuts of meat
Method: 1. Acid-Swiss Steak
2. Moist Heat - Stew
3. Grinding-Meat-Loaf
4. Pounding-Minute Steak,
Mock Duck
2. Vegetables - study of basic
types
-- potato, carrots, cabbage,
etc. and several methods
of preparation
3. Salads as accompaniments
--aspic using gelatin
4. Biscuits
5. Pastry
6. Simple desserts using a com-
bination of previous lessons,
ex: fruit, egg, cake, biscuit,
etc.

Culmination for Level One and Two

Meal work where students in small groups plan, prepare and serve others.

Home projects permit the individual student to plan and prepare full recipes by herself.

Simple refreshments as part of other elective units--family relationships, child care, home nursing should be included.

Sewing Projects

Level One

1. Simple project for beginning hand and machine sewing which could be combined with embroidery as a craft project.

Example: Two - three weeks--
head scarf, potholder, placemat or attractive half-apron.

2. Blouse or duster with short, set-in sleeves and collar--
six - nine weeks recommended.

If students prefer a cap sleeve blouse and simple skirt they must have a collar in Grade IX and set-in sleeves.

Level Two

Simple cotton dress or a project of equal difficulty.

Electives - Study four per level -- three to four weeks.

Try to select at least three different ones each year to give varied experience and avoid repetition. Good grooming and improvement of self and Home-related Arts and Crafts could be taught along with the two main constant units, cookery and sewing whenever time permits, throughout the year, to permit wider choice of elective units.

Examples:

Level One

Choose from level one and two

- Examples:
1. Safety and Home Care
 2. Home Care of the Sick
 3. Learning to Care for Children
 4. Home-related Arts and Crafts

Level Two

Choose from any of the three levels or from the additional units:

1. Vocational Future
2. Homemaking in Other Lands
3. Lives of Famous Canadian Women--Their Contribution

- Examples:
1. Home and Family Relations
 2. Time and Money Management
 3. A Girl's Room
 4. Lives of Famous Canadian Women

Special Cases

Where two teachers offer part of the course of half of the year to one class and use two rooms the full program should be planned together.

Each teacher should offer one of the constants -- Food and Health or Sewing and also two electives.

Electives should be chosen which can best be offered in the room and in conjunction with the constant being taught. In this case four electives should be chosen for Grade IX rather than the three recommended for regular one-teacher classes.

Examples:

Level One - Two teachers each $\frac{1}{2}$ year with one class.

Teacher One

Teacher Two

Constant - Sewing and related topics,
textile consumer buying,
choice of patterns, etc.

Constant - Food and Health and
related topics, nut-
rition, table setting
and service, etc.

Elective Unit

- | | |
|-----------------------------------|-------------------------------|
| 1. Home - related Arts and Crafts | 3. Home Care |
| 2. Personal Relations | 4. Safety and Good Management |

Additional Electives - Grade IX

Homemaking In Other Lands

Time - Three to four weeks

General Objectives

1. A knowledge of homemaking in other lands.
2. An appreciation of the culture of other lands.
3. An appreciation of the contributions of settlers and Indians to the Canadian culture.

Specific Objectives

An awareness and appreciation, particularly of the cookery, crafts, clothing and customs of ethnic groups in the environment of the pupil.
Example: French, Indian, Italian, Japanese, Ukrainian, etc.

The study may be of one group in depth, a general study of all, or a brief study of all but concentration primarily on food habits and cookery. The unit might be introduced by the teacher through a display, current events, recordings, travel folders, etc.

<u>Content</u>	<u>Suggestions</u>
1. Canada and many communities are made up of people from many parts of the world.	1. The students should make a survey of the class or the community to find out the original homeland of the people.
2. Differences in customs, with emphasis on countries of origin of new Canadian pupils.	2. Invite guest speakers. Students may interview people and report to class. Read books and report. Collect and display pictures.
3. Consider the similarity of basic needs. Consider how customs develop - climate, need for protection, topography of land, etc.	3. Discuss basic needs of families and individuals.
4. Roots of prejudice and what can be done to change this.	4. Collect news items. Discuss what we can do to improve the situation. Get to know people, offer to help teach new classmates English, etc.
5. Typical foods of the countries being studied. Geographical, historical, cultural and economic explanation of traditional foods and food customs.	5. Demonstration of food specialties by an expert. Classes may plan to cook and serve a typical meal.
6. Food customs associated with celebrations and festivals in Canada and other countries.	6 Research projects, exhibits, 7 & bulletin board items, 7 etc.
7. Crafts of other lands.	8. Prepare an exhibit or collect pictures of clothing. Plan a bulletin board to show where designs and styles have been copied for modern clothing.
8. Clothing of other lands.	

References

- Allen - Gray D., Fare Exchange, (Kingswood House), British Book Service, Toronto, 1963.
- Beck, S. and Berthall, L., Mastering the Art of French Cooking, (Random House), 1961.
- David, E., Italian Food, (Random House, Rexdale, Ontario)
- Gougeon, Helen, Good Food, (Macmillan Company of Canada) 1958.
- Stechishin, Sanella, Ukrainian Cook Book, (Trident Press, Winnipeg), 1957
- Old Time Recipes of Manitoba Indians, Indian and Metis Friendship Centre
376 Donald Street
WINNIPEG, Manitoba
(50¢)

Booklets

1. "Globe Trotting Gourmet" - 35¢ - Edith Adams Cottage Homemaker's Service
The Vancouver Sun
VANCOUVER, British Columbia
2. "World's Fare" - \$1.00 - tested recipes from many lands.
- published by - Calgary Inter-High Council
Junior Red Cross
CALGARY, Alberta
3. "Favorite Recipes" - From the United Nations.
- published by - Robin Hood Flour Mills Limited
- from - United Nations Association in Canada
329 Bloor Street West
TORONTO 5, Ontario
4. "Co-ed" - Scholastic Magazines, Inc., Vol. VII, No. 1, September 1961
Vol. VII, No. 2, October 1961
Vol. VII, No. 4, December 1961
Vol. VII, No. 5, January 1962
Vol. VII, No. 6, February 1962

- Their Contribution

Time - Three to four weeks.

General Objectives

1. Development of concern for others.
2. Development of wholesome personality traits.
3. Appreciation of family life and its influence.
4. An understanding of the many roles of woman in the modern world.

Specific Objectives

1. Self - understanding.
2. Sense of reliance and responsibility.
3. Sense of reverence.
4. Social and moral concerns.

NOTE: This topic could be introduced through discussion of a current news item with the students giving suggestions as to how they would try to improve the situation.

A brief study of a number of Canadian women or a study in depth of one or two may be chosen. The students should consider the far reaching effect and contribution these women have made and consider areas which still need the thoughtful help of dedicated women.

Examples: Emily Carr, Adelaide Sophia Hoodless, Emily Pauline Johnson, Marie Lagimodiere, Emily Murphy, Agnes Macphail, Nellie McClung, Irene Parlby, Barbara Ann Scott, Laura Secord, Mary Ellen Smith, Emily Howard Stowe, Madame Vanier, Madeleine de Vercheres, Charlotte Whitton, etc.

Content

Making and Keeping Friends

- value of friendship
- getting along with people
- Different kinds of friends

Functions of the Family

- traditional functions
- technological and social changes of Twentieth Century affecting family life
- prime importance of family to personality development

Lives of Great Canadian Women

1. Their contribution
2. Their home life

Suggestions

Discussion of desirable traits.
Consider contribution made by service clubs to the individual member and to society.

- List: 1. physical needs
2. social needs

Consider laws, inventions, education, etc.

Dual role of women

--homemaker and wage-earner

Discuss - (a) need for affection and emotional security.

(b) development of values

Biographical research projects by small groups or by individuals.
Report to the class.

Collections and display of pictures.

Discover and list additional books which may be of interest for further study at home.
Guest speaker - social studies teacher, etc.

Some students might be interested in the study of pioneer costumes and foods in connection with the study of some of the women.

References

Duvall, E. M. - Family Development, 1957, Collier Macmillan Canada, Ltd.

Ewing, John M. - Understanding Yourself and Your Society, 1962, The Macmillan Company of Canada, Ltd.

Landis, J. and Landis, M. - Building Your Life, 1964, Prentice-Hall Inc.

Canadiana Encyclopedia, The Canadiana Company Ltd., The Grolier Society of Canada Ltd., Ottawa, 1962.

Vocational Future

Time - One or two lessons.

Home Economics courses in Junior and Senior High School have a real contribution to make in the training and qualifications needed for many positions in addition to the contribution they make to the general education of all girls.

We should teach directly for developing those personal traits and habits that make for employability in adult life.

Because the situation is changing so rapidly in education for wage earning, the teacher must be alert to the employment situation locally, provincially, and country wide. They key words are flexibility, adaptability, and mobility.

No matter what course, academic, vocational or trade, is chosen by the girls, it will require the full development of skill, techniques, and personality but this must be accompanied by an understanding of principles increasing in range as the professional level is reached.

You are in a good position to help guide students in their selection of High School courses which will affect their choice of a career.

Because many students will have an opportunity to study Occupations 10 in Grade X, we suggest that you give individual guidance in Grade VII and VIII and in Grade IX plan one or two lessons toward the end of the school term on "Careers in Home Economics".

Content

Suggestions

Home Economics in High School

Invite one or two enthusiastic High School Students to speak to the class. Prepare a bulletin board or chart listing High School Home Economics courses. Invite a High School teacher to speak to the girls. Take the class to visit High School classes in session. Attend a High School fashion show or food fair.

Home Economics Careers

Invite the guidance teacher to discuss with the girls what education is required for entrance to educational institutions in the province.

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